DOCUMENT RESUME

ED 233 157 CE 036 616

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TITLE Support Services. Module Number 15. Work Experience Program Modules. Coordination Techniques Series.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 82
NOTE 33p.; For related documents, see CE 036 602-617. For availability information, see CE 036 602.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperative Education; Disabilities; Educational Legislation; Education Work Relationship; Federal Legislation; *Financial Services; Guidelines; *Job Placement; Learning Activities; Pretests Posttests; Secondary Education; State Agencies; Student Employment; *Teacher Education; Transitional Programs; *Vocational Adjustment; Vocational Education; *Vocational Evaluation; *Work Experience Programs
IDENTIFIERS *Iowa; Public Law 94 142; Rehabilitation Act 1973 (Section 504); Vocational Education Act 1963

ABSTRACT

This self-instructional module, the fifteenth in a series of 16 on techniques for coordinating work experience programs, deals with support services. Addressed in the module are the importance of various support services for work experience programs; financial, placement, work adjustment, evaluation, and transition support services that are available for use by Iowa work experience program teacher-coordinators; and the utilization of support services within work experience programs. The module contains a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests and posttest; and a list of additional resources. Appended to the module is a comparison of federal laws concerning vocational education for handicapped persons. (MN)

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Support Services

This module contains two major parts:

1. The printed material on support services that can be used to improve vocational education provided through the work experience program.

2. A sample listing of Iowa agencies providing support services within six functional categories.

Prerequisites for module: All preceding modules in this series.

When you have completed this module, you will:

GOAL 1: Recognize the importance of support services for Work Experience Teacher Coordinators.

GOAL 2: Know the support services available for Work Experience Teacher Coordinators.

GOAL 3: Be able to use support services within the Work Experience Program.

To begin this self-instructional module, please turn to the pre-test on page 2.

CE 036 616

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MODULE NUMBER 15

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

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The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

RECOGNIZE THE IMPORTANCE OF SUPPORT SERVICES FOR WORK EXPERIENCE TEACHER COORDINATORS

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the learning activities.

1. Define "support services."

2. List at least four ways that support services can be used to assist the teacher-coordinator in the operation of a work experience program.

DIRECTIONS: When finished with the Pre-Test, please turn to page 23 and compare your answers with the Pre-Test Key. If you missed either of the questions please read the information on pages 3-5.

GOAL 1: RECOGNIZE THE IMPORTANCE OF SUPPORT SERVICES FOR WORK EXPERIENCE TEACHER COORDINATORS

DIRECTIONS: Read pages 3-5 and complete the self-check on page 6.

INTRODUCTION:

In order to provide effective vocational education, the Work Experience coordinator has a variety of program responsibilities to complete. Those responsibilities include training station development, placement of students, supervision and evaluation responsibilities, as well as classroom instruction. The provision of vocational education for the handicapped may require resources not typically provided through other programs in the secondary schools. In order to satisfactorily complete all of the coordination functions and to meet the unique needs of the handicapped, the coordinator must be aware of and be able to utilize a variety of support services. If support services are not used, the vocational development of the handicapped may be limited.

In the past decade, career and vocational education opportunities for the handicapped have increased. The impetus can be traced to specific legislation and litigation, and a realization that the handicapped have a greater occupational potential than typically thought. The three major pieces of Federal legislation that have influenced vocational education are the Rehabilitation Act of 1973 (PL 93-112), The Education of All Handicapped Children Act of 1975 (PL 94-142), and the Vocational Education Act of 1963 amended by the Educational Amendments of 1976 (PL 94-482). Generally, Public Law 93-112 prohibits discrimination on the basis of handicaps in all Federally financed programs and activities; PL 94-142 insures a free and appropriate education for all handicapped youth from birth to age 21; PL 94-482 provides for vocational education for the handicapped. (Additional information on each of the identified Acts is provided in Appendix 1 of this module.)

Definition of Support Services

Support services can be defined as any supplemental service (staff, money, materials, instructional resources, etc.) provided to enhance the vocational development of the handicapped adolescent. Such services should be utilized during the career exploration and preparation phases of the students' program. This support is generally supplemental to that normally provided by the local school district within vocational education programs. Support services should

be available to aid the work experience coordinator in (a) assisting in the vocational development of the handicapped as a part of a sequential K through 12 career education program, (b) meeting the individual needs of the handicapped, (c) developing students' skills necessary for gainful employment, (d) providing an effective transition from high school to adulthood, and (e) provide financial assistance during the preparation program.

Categories of Support Services

To assist the Work Experience Coordinator in identifying and selecting appropriate support services, the services are categorized within six functional areas. Those functional areas are listed and defined in the following chart, and one example of a resource available to the coordinator is given. More detailed examples for each of the categories are provided in Goal 2 of this module.

CATEGORIES OF SUPPORT SERVICES

Category	Definition	Example
1. Financial	A monetary supplement for salaries, vocational training, supplies, etc., provided during the preparation phase.	Comprehensive Employment Training Act (CETA)
2. Placement	A service or any assistance that contributes to placement on a training site.	Job Service of Iowa
3. Work Adjustment	A service that supports the student's adaptation and adjustment to a competitive work setting.	Sheltered Workshop
4. Evaluation	A service that assists in evaluating the vocational potential of a student.	Community College
5. Transition	Any form of assistance that contributes to a positive transition from the secondary vocational program to the adult world of work.	Division of Vocational Rehabilitation
6. Other	Any additional support that falls beyond the previous stated categories.	Community Service Organizations

Importance of Support Services

An understanding of Support Services is essential for the work experience instructor in order to provide a smooth transition for the student from the work experience program to the adult world of work. Upon graduation, some handicapped students are not fully prepared to assume productive roles in society. Consequently, some support is needed during this transition in order to continue the vocational advancement and development of the handicapped. Further, acquisition of support services by the work experience instructor for each student is critical in order to insure the rights of the handicapped in the areas of vocational preparation, job placement, and promotion. The opportunity for the student to become a productive member of society will be enhanced through effective use of support services by the work experience teacher coordinator.

SELF-CHECK

Review the regular vocational education programs in your school to see where handicapped students may need additional support. List the types of support services that would be needed to effectively prepare all students for gainful employment.

DIRECTIONS: Compare your answers with the categories of support services listed on page 4. If you would like additional information, please turn to the Additional Resources listed on page 25.

PRE-TEST: GOAL 2

KNOW THE SUPPORT SERVICES AVAILABLE FOR WORK EXPERIENCE TEACHER COORDINATORS

DIRECTIONS: If you wish to attempt the module assessment for Goal 2, complete the two items of the pre-test. If you do not wish to take the pre-test, turn to page 8 to begin the Learning Activities.

1. List the six categories of support services.

2. For each of the categories listed, identify two agencies that provide needed support and give a brief description of the support provided.

DIRECTIONS: When finished with the pre-test, please turn to page 23 and compare your answers with the Pre-Test Key.

LEARNING ACTIVITIES

GOAL 2: KNOW THE SUPPORT SERVICES AVAILABLE FOR WORK EXPERIENCE TEACHER-COORDINATORS

DIRECTIONS: Read pages 8-15 and complete the self-check on page 16.

INTRODUCTION:

Two major goals of the work experience program are to effectively develop the occupational skills of special needs students, and assist the students in the transition to full time employment. In order to accomplish those goals, the work experience coordinator will usually have to use support services throughout the program to supplement existing resources. The coordinator needs to be aware of (1) organizations and agencies providing support services, (2) the type of support provided by each organization, and (3) how to contact the organization.

Preplanning is essential if support services are to be used. The coordinator needs to build up a resource file and maintain regular contact with important agencies that will be used regularly. Also having a comprehensive file of resources will enable the coordinator to make contacts with agencies when unique support services are required.

Resource Listing:

To assist you in developing a listing of support services, some of the agencies typically utilized by work experience teachers have been identified. They are described in the next section of this module. Those resources that are most often available to coordinators are identified within each of the six major categories. To avoid duplication in the module, a service is listed in only one of the categories even though it may provide support in other categories. A chart is provided at the end of the section illustrating the variety of services available from each organization.

After you have become familiar with each of the organizations and agencies described, you should begin to add support services to the list. Specifically, attempt to identify those resources within your own community or those available to your students. The services identified should be added to the list and you should become familiar with each one. Goal three of this module will provide information on how to effectively use the support services identified.

CATALOG OF SUPPORT SERVICES

A. Financial

1. Comprehensive Employment Training Act (CETA)

   Description: provide vocational training to eligible participants through on-the-job training in the public, private sector or through classroom training.

   Contact: Local/County CETA or Manpower Offices, High School Counselor, Director of Special Education, AEA.

2. National Association for Retarded Citizens - On the Job Training Program

   Description: a program that reimburses an employer for providing training (hiring) a mentally handicapped person who qualifies. Rate of reimbursement is one-half of the entry wage during the first 160 hours, one-fourth during the next 160 hours of employment.

   Contact: National Association for Retarded Citizens
   Middleton, Wisconsin - 608-831-1151.

3. Sub-Minimum Wage Applications

   Description: A federal program that allows employers to pay a sub-minimum wage to student-learners, handicapped, and other young workers who qualify.

   Contact: Regional Office, Wage and Hour
   Division, U.S. Dept. of Labor
   200 Federal Office Building
   911 Walnut Street
   Kansas City, Missouri 64108

4. Social Security Administration

   Description: A federally funded supplemental income assistance program for individuals who have a handicapping condition which affects their competitive employment status.

   Contact: Social Security Administration
   White Pages - Phone Directory

Other:

B. Placement

1. Job Service of Iowa

Description: A public employment agency that provides a variety of work related services including job placement.

Contact: Job Service of Iowa Offices - White Pages in phone directory.

2. Private Employment Agency

Description: A private agency that assists an individual in locating a job usually charges a fee for their service.

Contact: Yellow Pages - phone directory.

Other:

C. Work Adjustment

1. Goodwill Industries

Description: A facility that provides a "sheltered" work experience with the goal of moving the client to competitive employment status. Serves all handicapping conditions.

Contact: Goodwill Industries - White Pages of phone book.

2. Sheltered Workshops

Description: A facility that provides a "sheltered" work experience with the goal of moving the client to competitive employment status. Serves all handicapping conditions.

Contact: Iowa Vocational Rehabilitation Division, White Pages - Phone Directory
Area Education Agency (Director of Special Ed.) White Pages

3. Work Activity Centers

Description: An organized rehabilitation service offering training in basic daily living activities and work adjustment skills with a lesser emphasis on competitive employment than a sheltered workshop.

Contact: Yellow pages - phone directory
Iowa Vocational Rehabilitation Division
Area Education Agency (Director of Special Education)

Other:

D. Evaluation

1. Iowa Area Community Colleges

Description: The majority of the fifteen area community colleges provide a vocational assessment/evaluation for the handicapped through the Special Needs Department. A variety of assessment instruments are used.

Contact: Special Needs Coordinator at the
Area Community College
Special Needs Consultant, Department
Public Instruction

2. Rehabilitation Education and Services Branch (Vocational Rehabilitation)

Description: A federal agency that provides a variety of vocational related services for the handicapped adolescent and adult. A person must qualify for service.

Contact: Iowa Vocational Rehabilitation Division
White Pages - phone directory
Area Education Agency - White Pages

Other:

Transition

1. Job Corps

   Description: A federally funded volunteer occupational training program for men and women between the ages of 16 and 22. No cost to participants.

   Contact: Job Service of Iowa
   White Pages - Phone Directory

2. Military Services

   Description: Enrollment in one of the Military services branches in order to receive military and vocational training. Also may provide financial support for additional education upon discharge.

   Contact: Local recruiter for any of the Military branches -
   White Pages of Phone Directory - High School Counselor.

3. Community College Vocational Training Programs

Other:

F. Other

1. Department of Public Instruction

Description: A variety of services; i.e., grants, curriculum/program development, resource assistance, provided through various internal divisions (Special Education, Special Needs, Career Education).

Contact: Department of Public Instruction
Des Moines, Iowa - 515-281-3940

2. United Way of America

Description: A non-profit organization that financially contributes to a variety of community service agencies. Would include a directory of various service agencies in a given community.

Contact: United Way of America
White Pages - Phone Directory

3. Community Service Agencies

Description: An agency established to provide a particular service to a segment of the community; i.e., group homes for handicapped, money management, etc.

Contact: City Hall
Director of Human Services
Department of Social Services

4. Community Service Clubs/Organizations

Description: A local club/organization that conducts a "service project" to support programs for the handicapped. For example Jaycees selling "jelly" for the Mentally Retarded, Kiwanis donating funds for curriculum materials.

Contact: Any local service club in the community or Chamber of Commerce
White Pages - Phone Directory.

Other:

Summary of Support Services Agencies and the Categories of Support Provided

Agencies	Support Services					
	Financial	Placement	Work Adjustment	Evaluation	Transition	Other
CETA	X	X	X	X	X	
National Association for Retarded Citizens	X				X	X
Sub Minimum Wage	X	X			X	
Social Security Administration	X				X	X
Job Service of Iowa		X		X	X	X
Private Employment Agency		X		X	X	X
Goodwill Industries	X	X	X	X	X	X
Sheltered Workshops	X	X	X	X	X	X
Work Activity Centers	X		X	X	X	X
Area Community Colleges		X	X	X	X	X
Vocational Rehabilitation	X	X	X	X	X	X
Armed Services	X		X	X	X	X
Job Corps	X	X	X	X	X	X
Dept. of Public Instruction	X			X		X
United Way	X				X	X
Community Service Agencies	X					
Community Service Clubs	X	X			X	X

SELF-CHECK

Within your school district and surrounding area, identify the resources available that can provide support for students in the work experience program. Begin with those listed in this section of the module. Determine what services are available from the agencies listed. Then add other agencies to the list as you identify them using the format shown.

DIRECTIONS: When you completed the self-check, review your answers using the information in the preceding section. If you feel you need additional information before continuing, turn to the Additional Resources on page 25.

PRE-TEST: GOAL 3

BE ABLE TO USE SUPPORT SERVICES WITHIN THE WORK EXPERIENCE PROGRAM

DIRECTIONS: If you wish to attempt the goal assessment, complete the item of the pre-test. If you do not wish to take the pre-test, turn to page 18 and begin the Learning Activities.

1. Describe the six steps a work experience teacher coordinator should follow in using support services.

DIRECTIONS: When finished with the pre-test, please turn to page 23 and compare your answers with the Pre-Test Key.

LEARNING ACTIVITIES

GOAL 3: ABILITY TO USE SUPPORT SERVICES WITHIN THE WORK EXPERIENCE PROGRAM

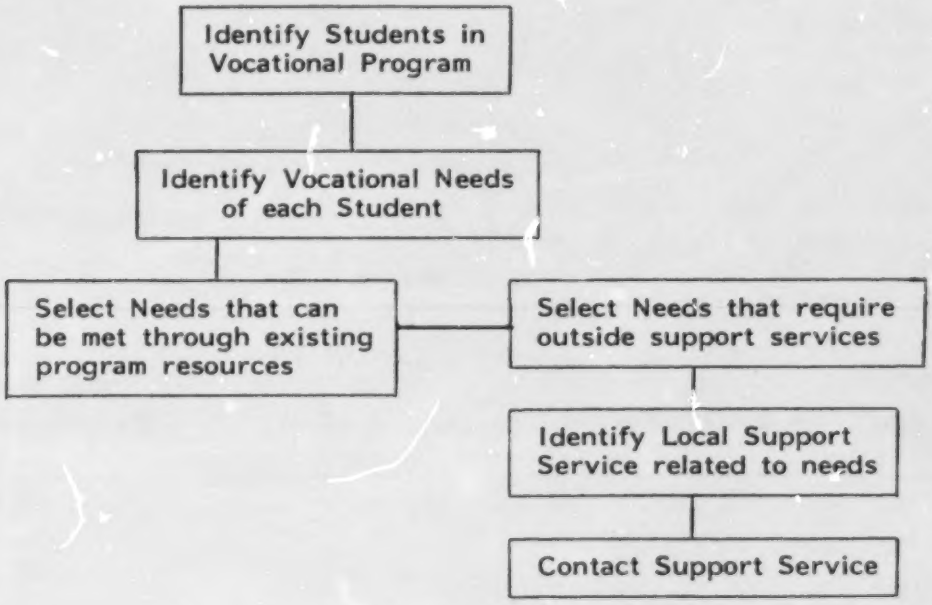
DIRECTIONS: Read pages 18-20 and then complete the Self-Check.

INTRODUCTION

While a variety of support services will typically be available for use within the work experience program, it will be the teacher coordinator's job to identify and involve the service agencies. Simply being aware of the support services is not enough -- the coordinator must take an active role in selecting the best resources, making contacts with persons responsible for the services, and insuring that student involvement with each agency is a positive experience.

USING SUPPORT SERVICES:

Working with each support service will likely involve a different set of procedures. However, the following flow chart provides a general outline of the steps that the work experience coordinator should follow in contacting each agency. Each of the steps is discussed briefly following the chart.


Identify Students in Vocational Program
Identify Vocational Needs of each Student
Select Needs that can be met through existing program resources
Select Needs that require outside support services
Identify Local Support Service related to needs
Contact Support Service

Identifying Students in Program

A student enters the vocational program through a variety of ways; self-referral, referral by teachers/counselors, or parent's initiative. As a part of the admissions process, the Work Experience coordinator gathers personal

information; i.e., name, work history, school records, etc., in order to get to know and better plan for the student's needs. This data is solicited through student, parent, staff conferences, student applications and review of school records (refer to Module #4 Placement Procedures and Counseling Students for Job Application).

Identifying Vocational Needs of Each Student

Once the Work Experience Instructor has the essential background information for each student, specific vocational needs are identified. This process is accomplished through administering various vocational assessment instruments, job samples, aptitude tests, conducting student, parent, staff conferences, and reviewing school and work records (refer to Module #14 - Vocational Assessment).

Selecting Needs That Can be Met Through Existing Program Resources

Upon identification of the vocational needs of each student, the Work Experience Teacher Coordinator determines which needs can be met through the existing Work Experience Program. Through the use of group and individual instruction, cooperative on-the-job training, and a student vocational organization, many of the student's needs can be met.

Selecting Needs that Require Outside Support Services

Because of unique student needs, or as a result of limited resources within the program, certain vocational needs of students cannot be addressed in the typical cooperative program. These unique needs require assistance from various "Support Services" beyond the local school system. Consequently, the Work Experience Coordinator isolates these needs and begins identifying local Support Services that may be able to address the needs.

Identifying Local Support Services

Following the identification of specific needs that require the acquisition of a Support Service, the Work Experience Coordinator should make the following contacts to determine Support Services available within his or her community.

Step #1 - Contact the local school administration and faculty.

Step #2 - Contact the Area Educational Agency - specifically Work Experience personnel or Director of Special Education.

Step #3 - Contact the Department of Public Instruction, Special Education Division and Special Needs Division.

Step #4 - Contact a local college or state university (vocational and special education departments).

Step #5 - Obtain a copy of any reference material, i.e., Director of Support Services, community resources, etc.

Those contacts will help you determine what resources are available, names of contact persons in agencies, procedures for making contacts, and local policies/procedures for contacting agencies outside the school system.

Contacting a Support Service

Following an awareness of Support Services available within your community, the following suggestions will help you when contacting a specific Support Service.

1. Identify, if possible, one contact person in each support agency.

2. Learn and become aware of the basic policies and guidelines that govern each Support Service.

3. When involving two or more Support Services, make sure there is no duplication of effort, time, or finances.

4. If in doubt as to the specific support service or services provided, request a conference with the Director of that particular Support Service.

5. If a financial contribution is being provided, make sure all parties concerned understand the amount, the restrictions upon its use, and the length of the contract.

6. When initiating a referral to a Support Service, make sure it is communicated to and approved by parents, students, school officials and other appropriate parties.

SUMMARY

Because of the unique qualities of each community, school system, and support service, it is impossible to develop a common set of procedures to follow in utilizing support services. The work experience teacher coordinator will be most effective if advanced planning is completed prior to contacting agencies.

If a list of available resources and contact persons is maintained (as shown in Goal 2 of this module) the teacher coordinator will be prepared to make contacts as specific needs are identified. Active involvement on a continuing basis within the community and with specific agencies is also a useful activity for the coordinator. Finally, enlisting the support and assistance of administrators, counselors, other faculty, advisory committee members, etc. will prove valuable to the coordinator in effectively utilizing support services within the work experience program.

SELF-CHECK

Identify the policies and procedures that must be followed within your school district when utilizing outside agencies. List persons inside and outside your school who could help you in establishing contacts with support service organizations.

DIRECTIONS: When you complete the self-check, review your answers using the information in the preceding section. If you feel you need additional information before continuing, turn to the Additional Resources on page 25.

POST TEST

DIRECTIONS: To measure your understanding of this module, please complete the following questions.

1. Define "support services."

2. List the six categories of support services.

3. Describe the six steps a work experience teacher coordinator should follow in using support services.

DIRECTIONS: Check your answers with the Post-test Key on page 24.

PRE-TEST KEY

The answersto the pre-test questions should be generally consistent with those listed.

GOAL 1

1. Support services can be defined as any supplemental service (not normally provided through regular vocational education programs) provided to enhance the vocational development of the handicapped adolescent. Examples of support services could be additional staff, money, materials, instructional resources, etc.

2. Ways that support services assist the work experience coordinator. Examples include:

   A. Assist in vocational development through sequential career programming.
   B. Meet specific individual student needs.
   C. Develop employment skills.
   D. Assist in the transition period from school to work.
   E. Provide financial support.

   (Other examples could be given. Refer to information in Goal 1 learning activities.)

GOAL 2

1. Financial, Placement, Work Adjustment, Evaluation, Transition, Other.

2. Answers will vary depending on location. Refer to information in Goal 2 for examples.

GOAL 3

1. A. Identify students in the vocational program.
   B. Identify the vocational needs of students.
   C. Select needs that can be met through existing program resources.
   D. Select needs that require outside support services.
   E. Identify local support services related to needs.
   F. Contact the support service.

POST TEST KEY

The answersto the post-test questions should generally be consistent with those listed.

1. Support services can be defined as any supplemental service (not normally provided through regular vocational education programs) provided to enhance the vocational development of the handicapped adolescent. Examples of support services could be additional staff, money, materials, instructional resources, etc.

2. Financial, Placement, Work Adjustment, Evaluation, Transition, Other.

3. A. Identify students in the vocational program.
   B. Identify the vocational needs of students.
   C. Select needs that can be met through existing program resources.
   D. Select needs that require outside support services.
   E. Identify local support services related to needs.
   F. Contact the support service.

ADDITIONAL RESOURCES

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COMPARISON OF FEDERAL LAWS CONCERNING VOCATIONAL EDUCATION FOR THE HANDICAPPED

POINTS:	REHABILITATION ACT OF 1973 P.L. 93-112, SECT. 504	EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 P.L. 94-142	VOCATIONAL EDUCATION ACT OF 1963/EDUCATION AMENDMENTS P.L. 94-482
Purpose	Prohibit discrimination on the basis of handicaps in all Federally financed programs and activities.	Provide necessary funding for public schools to insure a free and appropriate education for all handicapped youth from birth to age 21.	Assure set-aside funds for vocational education for the handicapped. Also requires 50% matching of local and state funds.
Definition	States a broader definition of handicapped than P.L. 94-142. Includes some individuals not covered under P.L. 94-142 definition.	State specific definition of handicapped and enumerates criteria for classifying handicaps.	Concurs with P.L. 94-142 definition of handicapped.
Administration	U.S. Office of Civil Rights	Department of Education (Office of Special Education)	Department of Education (Bureau of Occupational and Adult Education)
Advisory Groups	Requirements: No mention of establishment of Advisory Group except that handicapped individual cannot be denied opportunity to be on advisory or planning board.	Requirements: State Advisory Panel (on the education of the handicapped)	Requirements: State Board for Vocational Education; State Advisory Council on Vocational Education; Local Advisory Council

From Handbook For Vocational Education For the Handicapped
Texas Tech University.

Appendix 1

POINTS:	P L. 93-112, SECT. 504	P.L. 94-142	P.L. 94-482
Funding	Two major implications for funding: . Educational agencies are required to furnish the same benefits and resources for handicapped as for non-handicapped students. . Use of funds should be so directed as to provide for participation of handicapped students in regular vocational education programs with supplementary aide and services.	The same two major implications for funding apply to this law.	The same two major implications for funding apply to this law.
Procedural Safeguards	The following provisions are given: . Identify annually eligible handicapped persons not receiving a free appropriate public education. . Place in least restrictive environment. . Include in extracurricular activities such as clubs, P.E. . Ensure comparable facilities, etc., for handicapped. . Use appropriate evaluative techniques and qualified people when planning handicapped student's placement. . Use specified safeguards to insure right of handicapped. . Provide non-discriminatory guidance, counseling, and placement.	The following provisions are given: . Guarantee of due process procedures. . Development of individual educational programs. . Placement in least restrictive environments. . Use of nondiscriminatory testing and evaluation procedures. . Maintenance of confidentiality of information.	The following provisions are given: . Requires states to show written proof of consistency of Five-year and Annual Program Plan with state plar for education of handicappec (Assures compliance with procedural safeguards of P.L. 94-142). . Continues set-aside funds for programs for handicappe and requires allotment of 50 matching state and local funds.

Appendix 2

POINTS:	P.L. 93-112, SECT. 504	P.L. 94-142	P.L. 94-482
Individualized Education Program (I.E.P.)	Educational services for handicapped student must meet their individual needs as effectively as the needs of non-handicapped students are met.	State Education Agency must insure development and implementation of I.E.P. for every handicapped student.	Vocational program for each handicapped student must conform to student's I.E.P.
Educational Placement	Handicapped students must be: . Educated with nonhandicapped to maximum extent possible. . Removed from regular class environment only when achievement in regular class with use of support aids is not feasible.	Handicapped students must be placed in regular educational environment unless evidence can be given that even with support aids this situation will not be satisfactory.	Handicapped students must be prepared for jobs in the "least restrictive environment." Vocational programs must conform to student's I.E.P.